

Logan Reserve State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Logan Reserve State School** from **6 to 10 August 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Lesley Vogan	Internal reviewer, EIB (review chair)
Scott Curtis	Internal reviewer
John Wessel	External reviewer



1.2 School context

Location:	School Road, Logan Reserve	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	585	
Indigenous enrolment percentage:	6.7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	14 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	971	
Year principal appointed:	2009	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Business Manager (BM), Head of Special Education Services (HOSES), guidance officer, 32 teachers, administration officer, 13 teacher aides, 47 students, 35 parents, two cleaners and schools officer.

Community and business groups:

- Director Childcare and Kindergarten (C&K) Logan Reserve Community Kindergarten, Coach Jolly Education and Training, and Logan Reserve State School Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Head of school Marsden State High School, dean Years 7 and 8 Loganlea State High School and coordinator Logan Educational Alliance.

Government and departmental representatives:

- Regional senior guidance officer and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Responsible Behaviour Plan for Students
Investing for Success 2020	Strategic Plan 2016-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional development plan 2020	Curriculum planning documents
School pedagogical framework	Professional development plans
School assessment overview	School newsletters and website
School Opinion Survey	School curriculum OneNote



2. Executive summary

2.1 Key findings

An ethos of striving for the best exists across the school.

Staff members articulate a desire to create a school climate based on positive relationships that provide a safe, respectful, tolerant and inclusive learning environment for all students. Parents express an appreciation for the daily efforts of staff members and the care provided to their child. Students describe the school as a 'good school with nice teachers' who encourage them to learn, and listen to them.

School leaders recognise that highly effective teaching is one of the keys to successful student learning throughout the school.

The school has introduced 'Bump it up' walls as a whole-school teaching approach to assist students to succeed in their writing. Teachers indicate they are using the Bump it up walls to engage students to know and understand the success criteria regarding how they are able to improve their writing. Students articulate that they receive written teacher feedback, frequently in relation to their writing, and indicate they value the written comments from their teacher as a means of making further writing progress.

The leadership team references contemporary research to identify high-yield teaching practices that are able to have the greatest effect size on improving student learning.

These practices are incorporated in the school's pedagogical framework and inform the school's Annual Implementation Plan (AIP). The school AIP outlines five improvement priorities with multiple strategies and actions. The leadership team articulates the Explicit Improvement Agenda (EIA) as reading, writing and mathematics through the implementation of the pedagogical framework and Positive Behaviour for Learning (PBL). A whole-school improvement agenda that includes precise strategies and actions that are expressed in terms of improvements for students and is known by staff, students and parents is yet to be apparent. Explicit and clear school-wide targets for student success inclusive of specific achievement milestones and timelines for implementation are yet to accompany the school improvement agenda.

A strong focus and attention on ensuring students are proficient in the basics is accompanied with explicit school expectations for the teaching of literacy and numeracy skills.

The school continues to build coherence and sequence to the curriculum plan at all levels including the whole-school curriculum, assessment and reporting plan, year level scope and sequences and unit plans. Teachers describe individually planning different learning areas of the Australian Curriculum (AC) and sharing their work with the year level team during informal meetings. Consistent monitoring of unit planning and implementation to quality assure learning across the year levels and the enactment of the intended curriculum within all classrooms is in the beginning stages.



A range of assessment strategies is utilised across the school to determine student Level of Achievement (LOA).

Year level teams are expected to develop mathematics assessments utilising a five star level of complexity incorporated in the assessment with accompanying marking guides. For English a student portfolio of work including writing samples and diagnostic test results are moderated to determine LOA. In other learning areas teachers describe using the summative assessment tasks and Guides to Making Judgements (GTMJ) from the Curriculum into the Classroom (C2C) materials and assessment tasks aligned to other programs they are using. Some assessment tasks are stored on OneNote. Teacher capability to develop assessment tasks and marking guides that demonstrate student achievement against the standards of the AC varies. Moderation of student work occurs at year level Professional Learning Teams (PLT). Moderation across year levels or with other schools is yet to be part of school moderation practices.

A school pedagogical framework has recently been reviewed by school leaders.

School leaders articulate this document outlines a culmination of some key strategies and approaches to learning as being critical to achieving consistency of classroom pedagogy across the school. Most teachers are implementing aspects of the framework. Staff identify that a shared common understanding of and clear expectations regarding the effective use of the pedagogical framework are yet to be developed. Teachers indicate they are receptive to receiving feedback on their practice as a means to consistently implement the school pedagogical framework and further improve their practice.

School leaders indicate a strong commitment to building an effective cohesive leadership team.

The school provides opportunities for some classroom teachers to undertake year level leadership roles. As the school enrolment continues to grow rapidly the principal recognises the emerging need for increased leadership density across the school as a factor in successfully responding to this growth. Opportunities to develop and enhance instructional leadership capabilities of the leadership team, inclusive of aspirational future leaders are yet to be realised with aligned role, responsibility and accountability statements.

School leaders demonstrate a commitment to the school-wide collection and analysis of data across a number of learning and wellbeing areas, in addition to behaviour and attendance.

The leadership team has established school-wide collection of data identified through the assessment overview for 2020. This overview outlines for all year levels the assessment tasks to be completed each term within the learning areas. The assessment overview identifies a number of diagnostic assessment pieces. Some teachers identify that the amount of data to be collected, marked and entered is time consuming and express a desire to better understand the purpose of particular data sets being collected and the relevance of that data set to the teaching and learning process.



The leadership team prioritises understanding and addressing the learning needs of all students.

The school applies its resources in a targeted manner to meet these needs. The leadership team is proactive regarding ensuring resources and opportunities are aligned to improving the outcomes of students. Members of the school leadership team actively schedule and communicate student support across the school. Timetabling is detailed and closely monitored to ensure maximum effectiveness in improving student learning opportunities. The school is investing a significant amount of school funds and human resource allocations to support student learning.

The school places high priority on creating an attractive and stimulating environment.

The school environment supports and encourages learning whereby parents, staff and students are welcomed and have a sense of belonging. School gardens, play spaces and landscaping reflect a sense of pride and wellbeing. Featured in the health scope and sequence is a series of student lessons that includes discussion points from the Be You program. Other aspects include the celebrations of special days and events and the inclusion of the school daily routines of 'Huff & Puff' for physical activity, 'Brainiac snack' and 'Brain breaks'.



2.2 Key improvement strategies

Collaboratively develop a precise and narrow school improvement agenda that is accompanied by clear school-wide targets and short- and long-term timelines for implementation.

Develop a coherent and sequenced curriculum, assessment and reporting plan that has Quality Assurance (QA) processes to monitor that the intended curriculum is enacted within all classrooms.

Collaboratively refine school assessment and moderation practices to quality assure alignment to the AC and determine how individual students are placed against the achievement standard.

Embed the pedagogical framework through professional learning opportunities for teachers, including observation and feedback, Watching Others Work (WOW), modelling and coaching.

Extend the depth of shared instructional leadership capability including opportunities for teachers to take on leadership roles beyond their classrooms with clearly defined roles and responsibilities.

Collaboratively review the school assessment overview to identify that data collections aligned to the school priorities are purposeful, timely, and relevant to inform the teaching and learning cycles.